Vocabulary Learning Strategies of Kurdish Language

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Abstract— The current research aims to investigate how Kurdish Language Learners help their students improve their vocabulary at University level in Duhok. Since vocabulary knowledge has a significant role in mastering the new language and in attaining total academic achievement,especially when language is used as a medium of instruction. An active involvement and engagement of the students in the process of learning and teaching Kurdish will have a significant effect on learning Kurdish vocabulary. This means that collaboration should involve in learning and teaching process, a student will not be able to learn alone also, education provider will not be able to teach without student. The findings showed that there is a positive relationship between (memory, meta, social, cognitive) strategies and vocabulary learning strategies.
Keywords— Kurdish lanaguge, Vocabulary learning strategies, Duhok, Kurdistan.

I. INTRODUCTION

Kurdish language has a significant role in the educational system as it serves as a medium of instruction in the Kurdish department atDuhokUniversity. Students have to attend classroom and maintain their day-to-day activities to successfully respond to their academic demands. Kurdish language should be considered as an important international language this may bring possibilities for students to give more attention and their interest to Kurdish language. This means students in Kurdistan need practically Kurdish language rather than only for fulfilling the academic demand to obtain a certain degree, at the same time in other students be successful in practicing Kurdish language as a second language they need to help of great knowledge of the language. Furthermore, students should be provided with available opportunities for learning Kurdish language in school through writing, reading and conversation skills and improve individual student's language skills. But the above mentioned opportunities currently are not available in Schools in Kurdistan, meanwhile learning Kurdish as a foreign language is limited in universities or in classrooms resulting of weak understanding and learning the Kurdish language in most of Kurdistanis schools. Students should be motivated to learn Kurdish language through creating self-esteem or self-confidence by practicing Kurdishlanguage within the classroom and outside of the classroom to enhance their language skills. There are several factors that participate or motivate students for learning the Kurdish language, for instance strategies for learning language in general and strategies for learning vocabulary in particular. Vocabulary considers an essential factor inKurdish language, without vocabulary learning the Kurdish language is almost impossible (Heidariet al., 2012).Some of scholars think that vocabulary learning is not difficult, but vocabulary learning is very challenging for learners (Nemati, 2009).

The current study believes the concentration on Kurdish language teaching at Universityin Kurdistan on grammar than on vocabulary learning. This leads University's students in Northern of Iraq region for not being able to learn Kurdish language effectively and in a proper way. One of disadvantages of learning Kurdish is the lack of knowledge in terms of written and spoken Kurdish language skills. The above lack of knowledge could be recognized partially to insufficient experience to vocabulary learning even in Duhok University classrooms, because of several reasons for instance, insufficient class hours during teaching Kurdish vocabulary, also students do not pay attention for Kurdish vocabulary due to poor quality of teaching Kurdish vocabulary. Another factor could be lack of education provider's awareness of vocabulary learning strategies and key success of learning Kurdish vocabulary in University (Nacera, 2010). This research investigates the variety and range of vocabulary learning strategies in Universities inKurdistan. According to Tseng and Schmitt (2008), In order being able to understand the process of vocabulary learning, we should think outside of the box and address main factors that have influence on learning vocabulary.

II.   RESEARCH HYPOTHESIS

The followings are research hypothesis:

First research hypothesis: There is a positive association between memory strategy and vocabulary learning strategies.

Second research hypothesis: There is a positive association between Meta cognitive strategy and vocabulary learning strategies.

Third research hypothesis: There is a positive association between Social strategy and vocabulary learning strategies.

Fourth research hypothesis: There is a positive association between cognitive strategy and vocabulary learning strategies.

III.   LITERATURE REVIEW

Language Learning Strategies

Language learning can be defined as a tactic or an instrument that students employ in executing the learning tasks according to the language skills such as writing skill, listing skill, reading skill and speaking skill. Many scholars defined learning strategies in Kurdish language teaching, for instance, Weden defined learning strategies as "cognitive abilities, behaviours, plans, habits, steps and learning skills accepted by the learner through the learning processes, and mentioning that strategies usage would be effective in enhancing learner's self-sufficiency. Brown defined learning strategies as the methods for problem solving faced in second language learning process. Chamot and Kupper defined learning strategies as the method used by learner in obtaining, recollecting and keeping new skills and knowledge. Oxford defines strategies as 'the behaviours, phases or methods used, activities, by the learner to initiate learning' and considers that those feature such processes as obtaining, packing and recollecting the knowledge (Demirel, 2009). According to Jafariand Ajideh(2012), language learning strategies are any set of approaches, students use to assist acquire, retrieve, store, or use information with ease. According to Wenden and Rubin (1987), they described learning strategies as "any groups of processes, phases, routines used by the learner to enable the achievement, storing, recovery, and use of knowledge". Richards, Platt and Platt (1992) discussed that "learning strategies are worldwide behaviour and feelings that learners are using them while learning to assist learners to learn and recall new knowledge and information. According to Chamot and Malley (1990) learning strategies are "extraordinary views or activities that learners use to support them understand, learn, or recall new knowledge and information". Therefore, learning strategies have been

viewed as special methods of handling information that enhance and recall understanding, learning, or retaining of the information. While previous explanations of learning strategies were interested in materials of learning and behaviours reproducing unobservable cognitive methods, definitions ultimately delivered stronger understanding of the way that learners think and perform while learning language. Moreover, according to Cohen (1990) defined learning strategies as "procedures and methods which are consciously chosen via learners and might lead to activities taken to improve the learning or use of a second language through the storing, maintenance, recall, and application of information about that language" (Pezhman, 2012).Schmitt (1997) defined "Vocabulary learning strategies might be any act which influences this ratherbroadly-defined process"(Pourshahian et al.2012).Cameron (2001) defined vocabulary learning strategies as "the proceedings thatlearners take to assist themselves understand andremember vocabulary items" (Boonkongsaen, 2012).

The most effective technique for recognizing students' learning strategies is through surveys. The boundaries are that students might not recall the strategies they have learned or have been used by education providers in the past, might not comprehend the strategy explanations in the survey items. Therefore, some researched have created surveys according to duties that students have just accomplished, seems that students will be more accurate to provide the right and proper answer to survey if only little time passed. The highest numbers of descriptive researches have used a survey developed by Oxford (1990), the Strategy Inventory for Language Learning (SILL). These instruments have been used widely to gather data on great numbers of generally foreign language learners (Cohen, Weaver & Li, 1998; Nyikos& Oxford, 1993; Olivares-Cuhat, 2002; Oxford, 1990; 1996; Oxford & Burry- Stock, 1995; Wharton, 2000). The SILL is a consistent estimate with versions for learners of a different of languages, and could be used to gather and analyse data regarding great numbers of language learners. Some other studies that connect strategy use with some variables for instance culture, age, gender and level of proficiency (Bedell& Oxford, 1996; Bruen, 2001; Green & Oxford, 1995; Nyikos& Oxford, 1993; Oxford & Burry-Stock, 1995; Wharton, 2000). According to Oxford et al. (2004) Oxford and her associates are presently performing on task based survey to accomplish the SILL. Another research method is the think-aloud individual interview, in this method students are provided with learning duties and requested to explain their opinion while performing on it (Chamot, 2004).

The Role of Vocabulary in Language Learning

Many scholars discussed that the study of vocabulary has been neglected in Kurdish language learning and teaching. For instance, McCarthy and Carter (1988) discussed that practical linguists and language education providers have not commonly shown significant interest of vocabulary study for more than certain areas (Lin-Fang, 2013).According to Redman and Gairns (1986) they confirmed same opinion, they discussed that recently vocabulary has not been provided to the right learner and in the right place, not regarding of quantity nonetheless regarding of presentation, choosing and organization. Therefore, vocabulary is frequently offered incidentally through other skills, and is not provided a separate attention and concentration (Chamot, 2004). Parry (1991) also argued that vocabulary building as 'neglected' in language learning. Education providers do not put extra effort to teach Kurdish as a second language to acceptably work in the direction of vocabulary building. Vocabulary acquisition does not consider an easy duty or task, especially for second language learning. For example, many scholars illustrated that students are facing mainly vocabulary problems than syntactic ones. Several methodologists have discussed for vocabulary as a vital element in learning a new language. As Candlin considers, the vocabulary is essential to language learning and teaching, the reason is the most learners are having difficulties in learning vocabulary in Kurdish as a second language. Wilkins (1972) created vocabulary basic in the method of language learning. According to Wallace (1982) confirmed that learning a second language consider the main matter of learning the vocabulary. Vocabulary information has been figured out mainly valued for reading understanding. This is especially applicable to Iraqi's students, they mainly should read texts written in Kurdish to recognize and study their topics. Those students to be able to understand the text effectively, they should prepare and provide them with a suitable information of vocabulary. Generally, learning vocabulary is acknowledged as an essential element in learning a new language. Among other features, understanding a second language vocabulary empowers and allows students to self-confidently use the language for their several purposes. Therefore, energies are presently ongoing to bring up-to-date vocabulary teaching and learning in a more methodical, research - oriented methods (Nam and Leavel, 2006).Vocabulary learning strategies are impulsively attractive to learners (GU, 2011).

Vocabulary Learning Strategies

At the present time, there has been a huge change of concentration from the traditional education provider dominated method to a student-centered method of vocabulary acquisition. The traditional method for education providers in terms of vocabulary teaching has regularly been evaluated, concerning many other things, it is important to address the significance of the student's involvement and engagement in the process (Scarcella and Oxford, 1994; Tuchman and Kaplan, 1980 Sherman, 1998). The main discussion in this matter has been that students are not frequently motivated to provide their own possible for the fruitful growth of their vocabulary and other competencies. Instead, students are relying on education providers, getting whatever learning from education providers. According to Kilickaya and Krahja (2010), learning vocabulary is a very challenging process in teaching second language. The best communicate, that student-centred method explains the question of how students could participate their own idea, view and opinion to their vocabulary growth and development. Recently, it has been mainly thought that vocabulary, creating will frequently hurt a setback if the student is made to have a secondary role. In order learners to be effective in their vocabulary learning, learners should take the central situation and vigorously experience the learning actions themselves. One of important factors is to encourage students to expand more responsibilities and concern for their learning, create more and more vocabulary and control daily activities and actions. According to Redman and Gairns (1986) discussed another benefit of such a method is that it will help the power to meet student needs in enables the student to choose and concentrate the verbal items that best fit their needs. According to Alemu's (1994) many researches showed the significance of guiding students to expand their own method of dealing with new vocabulary rather only learning by meaning of single words(as stated by u,2013). McCarthy, (1990) explained another method is research-based methods in language vocabulary expansion is give more attention to student's vocabulary learning strategies. Students use a variety of strategies to manage with new vocabulary though few are better than others in acceptably expanding their strategic resources.

Several scholars confirmed the role that vocabulary learning strategies played in creating and building vocabulary. For instance, Aphek and Cohen (1981), Oxford (1990) and Thompson (1987) all confirmed that memory strategies and some are named mnemonics, assist and guide students to remember and recall the words they have educated. Many other researchers highlight the role of predicting from

background as an active help to vocabulary expansion (Scarcella and Oxford, 1994; McCarthy and Carter, 1988, Oxford, 1990 and Palmberg, 1986). Scarcella and Oxford (1994), for example, show that predicting from background using several ideas is "the greatest valuable strategy" in vocabulary learning (Min, 2013). McCarthy (1990) concerns it as one of the greatest frequently used strategies by students learning new words. Though, some academics discuss that predicting from background might not continuously lead to the acquisition of word meaning (Lawson and Hogben, 1996). They sustain that a pure distinction should be created between the acquisition of word meaning from context and understanding of word sense in context and t In this concern, Nation and Coady (1988) definite their suspicions on the significance of context for learning the meaning of uncommon words. They explain that educations on learning words from context "should not illustrate the great amounts of learning we may imagine". For one reason, education providers might not be able to effectively teach their students because of many new vocabulary items they might request to learn. Education providers might not be able to manage its time consuming, or they might not be available all the time when students need to learn the meaning of uncommon words. Also, education providers might not be able to determine how each studentobtains vocabulary because each student has her/his own way to learn and obtain new words or vocabularies. Therefore, in general supposed that one of education providers' roles is to increase their students' consciousness of language learning strategies in overall and vocabulary learning strategies in specific, they also might want to motivate their students to explore such vocabulary learning strategy which has the best value (Subekti and Lawson, 2007).

Classification of Vocabulary Learning Strategies

Many academic scholars have classified learning strategies in different ways. For instance, Naiman et al (1978) suggested five broad strategy categories and some secondary categories (Chamot, 2004). Rubin (1981) classified learning strategies into two main groups, namely, strategies which participate straight to learning and those which participate secondarily to learning. O'Malley et al (1985) identified three categories of strategies which they named cognitive, metacognitive, and social-affective. Oxford (1990) advanced a complete taxonomy by assembling and rearranging strategies recognized in earlier researches. Oxford taxonomy collections the complete set of learning strategies into two broad categories: direct and indirect strategies (Nemati, 2013). Each of these groups in

turn containstwo subgroups with an amount of precise strategies. The current research is based on Oxford's taxonomy for numerous reasons. First reason, this taxonomy is the consequence of wider study and creates an inclusive action of language learning strategies with comprehensive evidence and instances. Second reason, this taxonomy tries to illustrate the application of each strategy group and its individual, group of strategies to the four language competencies, and the competencies like grammar and vocabulary. Generally, Oxford explanations and exemplifications of each strategy are pure and arrangement structure is appropriate to greatest language competencies. Therefore, the rest of this chapter two (Literature review) is explaining the sorts of vocabulary learning strategies according to Oxford's classification of learning strategies (Karami, 2012).

Direct Strategies

According to the Oxford (1990), strategies are directly participating the learning of the language through directly linking the student in performing on the second language. Direct strategies consist of memory strategies and cognitive strategies (Heidari et al. (2012).

Memory Strategies

Based on the name itself indicates, strategies assist students to recall and remember vocabulary efficiently and effectively.

Memory strategies consist of the following (Shin Wu, 2005):

- Grouping - gathering the words to be educated in an expressive way (for instance, gathering words together based on parts of speech, subject relationship and dissimilarity and similarity in meaning. Etc.).
- Correlating/Elaborating- this happens by linking new vocabulary to another thing similar in mind, building connection in a meaningful way to enable memory (for example, recalling the new words through imagining the page number or location of the number in that page).

Cognitive Strategies

According to KafipourR and Naveh, (2011) Cognitive strategies are used by students while directly performing on the target language. Cognitive strategies indicate two phases used in problem solving or learning that need direct examination and conversation.

The main cognitive strategies are:

- Repeating – writing or saying the new words again, listeningto the same words numerous times; copying experienced users of Kurdish.

- Using Resources for Receiving Messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words.
- Reasoning deductively- determinedly using overall procedures to work out the meaning of uncommon vocabulary (for instance, working out the meaning of 'dissatisfy' from the meaning of the prefix 'dis-' and the meaning of the adjective 'satisfy').
- Translating- shifting the meaning of language, word into a comparable meaning of mother-tongue language.
- Transferring - using earlier learned information of words from one language to recognize the meaning of the new language words.
- Highlighting – coloring or highlighting the essential words while reading the text and finding their meanings.

Indirect Strategies

Indirect strategies include strategies which indirectly participate in the expansion of vocabulary. Strategies do not frequently need the students to directly effort on the target language tasks, however, they help them to achieve and enable their learning in a different ways through building for them positive learning circumstances. Indirect strategies consist of the following two groups of strategies: metacognitive and social strategies (Heidari et al. (2012).

Metacognitive Strategies

Strategies used by students to achieve themselves through controlling performance, planning and assessing general development or the consequence of their learning.Metacognitive strategies include students in (Bastanfar, 2010):

- Over viewing and Connecting with previously recognized Material- over viewing widely the key vocabulary matters to be learned in future vocabulary instructions and connecting them with the words previously learned.
- Paying Attention- making decision in advance to imitate to one's vocabulary learning in general and to choose and concentrate on related vocabulary tasks.
- Organizing - building satisfactory physical environment to enable student's vocabulary learning; brainwashing student's vocabulary learning.
- Self - Monitoring - classifying student's mistakes in the sequence of vocabulary learning by

examining whether one is learning properly or incorrectly.
- Self-Evaluating-assessing the consequences of students' vocabulary learning by examining whether or not one has made more progress than before.

Social Strategies

Social Strategies are strategies which contain of using social connections to help learning. Meanwhile language learning includes other people too; students do not usually perform it all alone.

Social strategies include learners in (Kafipour,R and Naveh, M. H.,2011):

- Cooperating with Proficient Users of Kurdish – being friends with proficient speakers of Kurdish to enhance one's information of Kurdish vocabulary.
- Developing Cultural Understandings-expanding one's thoughtful of the culture and ways of living of Kurdish speaking people.

IV.   METHODOLOGY

Quantitative method was used to analyze the data in this study, the researcher was prepared questionnaire and distributed in Kurdish language department at different universities in Kurdistan. The surveywas divided into two sections,the first section is demographic analysis which starts with respondent's age, gender, and level of education. The second section of survey consisted of 40 questions regarding strategies of vocabulary learning.

Random sampling method was used in this study. The random sampling was carried out in the Kurdish language department at Duhok University. The researcher, distributed 190 questionnaires, 172 questionnaires were received and being completed properly and 18 questionnaires were missing. The researcher used hard copy questionnaire, the questionnaire consisted into two sections, the first sections were regarding demographic data for university students and the second section was 40 questions regarding vocabulary learning strategies.The population of this study was 380 students in the Kurdish language department at different universties in Kurdistan, The target population of this research was 172students/units were involved in completing the survey. Students were variedas for age, gender and level of education. As for student's gender; 95 students were male and 77 students were female. As for age 36 students fall into group 18-19 years old, 109 students fall into group 20-21 years old, 20 students fall into group 22-23 years old and 7 students fall into group 24-25 years old.

As for level of education 46 students from first year, 43 students from second year, 50 students from third year and 33 students from fourth year.

Findings

Table.1: Reliability Analysis

Cronbach alpha	Number of question
.795	40

As we can see in reliability analysis table -1- the reliability for 40 questions used in order to analyse this study, the alpha was found to be .795 which is higher than .70 this means all 40 questions were reliable to be used in this study.

Table.2: Correlational analysis

		Vocabulary learning
Memory strategy	Pearson Correlation	6.39**
	Sig. (2-tailed)	.000
	N	172
Meta strategy	Pearson Correlation	4.34**
	Sig. (2-tailed)	.000
	N	172
Social strategy	Pearson Correlation	6.01**
	Sig. (2-tailed)	.000
	N	172
Cognitive strategy	Pearson Correlation	5.32**
	Sig. (2-tailed)	.000
	N	172
**. Correlation is significant at the 0.01 level (2-tailed).		

In Table 2, the correlational analysis presents the values of the identified correlation tests. The strength of the relationship between variables is determined by the correlational analysis. According to the correlation test, the memory strategy has positive correlation (r=.6.39**, p<0.01) with the vocabulary learning, the meta strategy has positive correlation (r=.4.34**, p<0.01) with the vocabulary learning, the social strategy has positive correlation (r=6.01**, p<0.01) with the vocabulary learning, and the cognitive strategy has positive correlation (r=5.32**, p<0.01) with the vocabulary learning.

Table.3: Multiple Regression Analysis

Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	Constant	0.89	.116		.826	.57
	Memory	.541	.012	.547	22.459	.000
	Meta	.785	.014	..791	23.514	.000
	Social	.712	.016	.721	27.189	.000
	Cognitive	.451	.23	.459	26.253	.000
Dependent variable: vocabulary learning						

Multiple regression analysis used in this study, as seen in table (3), the coefficients analysis shows the B value for memory strategy= .541> 0.01, which supported the first research hypothesis which stated that there is a positive

association between memory strategy and vocabulary learning strategies, the B value for meta strategy = ..785> 0.01, which supported the second research hypothesis which stated that there is a positive association between Meta cognitive strategy and vocabulary learning strategies, the B value for social strategy = .712> 0.01, which supported the third research hypothesis which stated that third research hypothesis: There is a positive association between Social strategy and vocabulary learning strategies and the B value for cognitive strategy = .451> 0.01, which supported the fourth research hypothesis which stated that there is a positive association between cognitive strategy and vocabulary learning strategies.

V.   CONCLUSION

The current research aims to investigate the efforts that the lecturers make for improving vocabulary learning for students atDuhok University in Kurdistanand investigates how students learn and adopt their vocabulary information, since vocabulary knowledge has a significant role in mastering the new language and in attaining total academic achievement when that language is used as a medium of instruction.Quantitative methods used to analyze this study, the researcher prepared a questionnaire and distributed atKurdish language teaching department at Duhok University. 172 respondents were involved in this study.Previous studies found the positive effect of vocabulary learning strategies (cognitive, memory, meta-cognitive and social strategy on teaching second language (Folse (2004), Loucky (2006), Sedita (2005), Hung (2007), Shea (2011), Dóczi (2011), Abhakorn (2008), Hai-Peng (2007), And Winke et al. (2010).

Two main strategies involved in this research; direct strategy and indirect strategy, each of these strategies divided into two subcategories; direct strategy is directly participating the learning of the language through directly linking the students in performing on the second language. Direct strategies consist of memory strategies and cognitive strategies. Indirect strategies include strategies which indirectly participate in the expansion of vocabulary. Strategies do not frequently need the students to directly effort on the target language tasks, however, they help them to achieve and enable their learning in a different ways through building for them positive learning circumstances. Indirect strategies consist of the following two groups of strategies: meta-cognitive and social strategies. Based on statistical results, the researcher obtained the following findings;

A. **Cognitive strategy:**

Students prefer to use a bilingual dictionary to translate Kurdish words into Kurdish language; this indicates that teachers should rely on cognitive strategy to teach vocabulary to their students such as using language reference resources. When students find a new word while they are in the classroom, they would ask their teacher to put that word ina sentence in order to assist them to memorize and understand the meaning of that word. Based on this result that teachers should use cognitive strategies to teach their students new vocabulary, in this case students are comfortable to ask their teacher to put the new word into the sentence to understand the meaning and memorize it, and this is called using the resource method.

Students would like to listen to news and songs in order to enhance their Kurdish language, this indicates that teachers should use a cognitive strategy such as using Resources for Receiving Messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words. Students use Kurdish magazine to learn new Kurdish vocabulary , this indicates that teacher should use a cognitive strategy such as using Resources for Receiving Messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words. In case a new word comes across students would guess from context, this means the teacher should use a cognitive such as Highlighting – coloring or highlighting the essential words while reading the text and finding their meaning.When a new word comes across, while class they would refer to ask their teacher, therefore;the teacher should apply a cognitive strategy such as using resources for receiving messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words. In case a new word comes across, while they are at home, they would use bilingual dictionary, soteachers should use a cognitive strategy such as using resources for receiving messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words. When a new word comes across, while students are at home, they would use an online dictionary, so teachers should use a cognitive strategy such as using resources for receiving messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words.Students use an online dictionary to find out the pronunciation of new vocabulary and students learn new vocabulary from their teachers, so teachers should use cognitive strategy, according to this results teacher should

use cognitive strategy such as using Resources for Receiving Messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words.

Students repeat the new word several times in their mind to memorize it and they are repeating new words loudly for several times in their mind in order to be able to memorize it. Based on this results teacher should apply a cognitive strategy such us repeating – writing or saying the new words again, listingwith the same words numerous times; copying experienced users of Kurdish.Students are using the definition of new words in order to be able to understand and memorize it, in this case teacher should use cognitive strategy such as Using Resources for Receiving Messages - using language reference resources for example the dictionary or requesting someone to help with the meaning of uncommon words.Students take notes when they learn new vocabulary; TV programs help students to learn new words, Listening to radio help students to learn new words , students read Kurdish newspaper regularly, Online vocabulary learning activities helps students to learn new words and Students are not satisfied with Kurdish materials and methods in their classes , based on these results teacher should use a cognitive strategy such as using resources for receiving messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words. Therefore, the researcher came to conclude that research hypothesis, one has been supported,there is a positive association between cognitive strategy and vocabulary learning strategies

B. Metacognitive:

When students work as groups in their classroom, they will learn new words from their classmates, according to this result, it seems that students are comfortable working in a group, therefore teachers should use meta-cognitive strategy in order to teach their students, as mentioned that meta-cognitive strategy is organizing - building satisfactory physical environment to enable student's vocabulary learning; brainwashing student's vocabulary learning.Physical actions help students to learn new word, based on this result, teachers should use meta-cognitive strategy such as organizing - building satisfactory physical environment to enable student's vocabulary learning; brainwashing student's vocabulary learning.Students are skipping a new word that comes across while they are home, according to these results the teacher should apply metacognitive strategy such as a self - monitoring - classifying student's mistakes in the sequence of vocabulary learning by examining whether one is learning properly or

incorrectly.Students learn new vocabulary when their teacher shows them their mistakes, according to this result, teachers should use a meta-cognitive strategy such as self - monitoring - classifying student's mistakes in the sequence of vocabulary learning by examining whether one is learning properly or incorrectly.Students revise new words that they have learnt in class, therefore the teacher should apply meta-cognitive strategy such as overviewing and connecting with the previously recognized materialoverviewing widely the key vocabulary matters to be learned in future vocabulary.Students learn new vocabulary in certain situation and they learn new vocabulary from their classmates, according to these results the teacher should apply a meta-cognitive strategy such as organizing - building satisfactory physical environment to enable student's vocabulary learning; brainwashing student's vocabulary learning.

C. Social:

Based on the statistical results of the questionnaire, it seems that students do not refer and speak to Kurdish speaker when they do not know a particular word,the reason could be the lack of the Kurdish speakers in Kurdistan. At this point the teacher should encourage their students to be involved in Kurdish cultural events if it is possible, therefore the teacher should use a social strategy which means cooperating with proficientusers of Kurdish – being friends with proficient speakers of Kurdish to enhance one's information of Kurdishvocabulary.

In case the new word comes across, while students are in the class they would prefer to ask their classmates, according to this result, teachers should use and encourage a social strategy, grouping students in the classroom to enhance their vocabulary and learn new vocabulary, developing cultural understandings-expanding one's thoughtful of the culture and ways of living of Kurdish speaking people.Studentsprefer to imitate someone's vocabulary in order to learn, consequently, teachers should use social strategy such as cooperating with proficient users of Kurdish– being friends with proficient speakers of Kurdish to enhance their information of Kurdish vocabulary. Well physical environment helps students to quick learning, this means that the teacher should apply social strategy such asdeveloping cultural understandings and expanding their understanding of the culture and Kurdish speaking peoples ways of living.Students prefer to be involved in Kurdish culture speakers in order to learn new vocabularies, this means that the teacher should apply a social strategy, for instance; developing cultural understandings and expanding their understanding of the

target culture and ways of living of Kurdish speaking people.

D. Memory:

Students would like to use images in order to demonstrate in the textbook to find the word meanings, this indicates that teachers should use memory strategy such as Correlating/Elaborating- by linking new vocabulary to another thing similar in mind, building connection in a meaningful way to enable memory for example, recalling the new words through imagining the page number or location of the number in that page.

Students would like to put a new word into a sentence as an example to be able to memorize new words. In this case the teacher should use memory strategy such as Correlating/Elaborating- by linking new vocabulary to another thing similar in mind, building connection in a meaningful way to enable memory (for example, recalling the new words through imagining the page number or location of the number in that page.Students write down words to memorize them, they are matching example with new words in order to memorize them and students are using images and pictures to memorize new word, according to this result, teachers should use memory strategy such as correlating/Elaborating- linking new vocabulary to another thing similar in mind, building connection in a meaningful way to enable memory (for example, recalling the new words through imagining the page number or location of the number in that page.Students are trying to memorize a word and remember it through a song or a text and when they find a new word they would match it with another similar word in order to be able to memorize it; therefore, teachers should use memory strategy.

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